

answer, combined with greater local autonomy over how those dollars can be spent, allows for targeted efforts on behalf of every school in my district. This could mean an increase in teacher salaries for the Lansing School District or extra computers for the Saline School District. Ensuring our school districts have the necessary resources to be successful is a positive step in the right direction.

I am voting yes on H.R. 1 because it provides school districts with greater flexibility, a strong focus on reading initiatives and increased funding for quality programs. After listening to the constituents of my district, I am confident that these are reforms that we can all support for the benefit of our children's future.

#### STAMP HONORING PAUL LEROY ROBESON

#### HON. BOBBY L. RUSH

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 24, 2001

Mr. RUSH. Mr. Speaker, I rise today to introduce House Concurrent Resolution 143, expressing the sense of the Congress that the U.S. Postal Service issue a commemorative postage stamp honoring Paul Leroy Robeson. Sixty-six of my colleagues have joined me in support of this resolution.

Paul Robeson, a famous African-American athlete, singer, actor, and advocate for the civil rights of people around the world was born on April 9, 1898 in Princeton, New Jersey. After receiving his degree from Columbia Law School in 1923, Paul Robeson left the legal profession for a career in the arts. Paul Robeson is well known for his inspiring performances in musicals, such as *Show Boat*, and theatrical performances, such as Shakespeare's *Othello*. With his distinctive deep baritone voice, Paul Robeson left audiences around the world captivated.

Paul Robeson's brilliant on-stage performances were second only to his commitment to eradicating racial and social injustice in the United States and around the world. Paul Robeson used his oratory skills and knowledge of 25 languages to combat racial inequality in this country and around the world. Because of his stance, Paul Robeson was ostracized and disparaged by many.

Even at the risk to his own safety and professional stature, Mr. Robeson stood up against racial bigotry during a time when segregation was legal in America and lynching was common place.

Paul Robeson never took the easy road in life. Where he could have easily focused solely on his career, Paul Robeson chose to stand up in defiance of the unjust social practices of his time. Paul Robeson forced America to look into a mirror at itself and confront the racial injustice commonly accepted during his lifetime.

In honor of his undying efforts and enduring personal sacrifice, I have introduced this legislation and urge all of my colleagues to join me in this tribute to Paul Robeson.

#### PERSONAL EXPLANATION

#### HON. DOUG BEREUTER

OF NEBRASKA

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 24, 2001

Mr. BEREUTER. Mr. Speaker, on May 23, 2001, a visit to the Vice President's residence away from Capital Hill caused me to unavoidably miss rollcall vote no. 146 (motion to instruct conferees on H.R. 1836, the Economic Growth and Tax Relief Reconciliation Act). Had I been present I would have voted "no."

#### TRIBUTE TO CHARLES NEWTON COOK OF HOLLYWOOD, ALABAMA

#### HON. ROBERT E. (BUD) CRAMER, JR.

OF ALABAMA

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 24, 2001

Mr. CRAMER. Mr. Speaker, I would like to take this opportunity to pay tribute to the long and fruitful life of Mr. Charley Cook, of Hollywood, Alabama, an extraordinary man whose one hundred and five years have been marked by his love of country, family and God.

Mr. Cook was born in Hollywood, Alabama on May 28, 1896. When he was 21, he volunteered for the Navy and served in the Navy during World War I until 1919 making three trips to French waters. He is believed to be the last living WWI Veteran in Alabama. Mr. Cook also served on the Battleship *Utah*, which the Japanese sunk at Pearl Harbor.

Mr. Cook's life reads like a chronicle of this nation's history. He has witnessed Babe Ruth hit his legendary home runs from Yankee Stadium and been in the audience of a vaudeville show starring Eddie Cantor and George Burns. When he finished his service time, he returned to Hollywood, Alabama maintaining his garden until 1995. He voluntarily quit driving at age 99.

I would like to enclose words from his "Armed Guard Detail" certificate, "Members of the Armed Guards . . . may well be proud of this duty. The efficient and courageous performance of this duty, replete with successful encounters with hostile submarines, will insure its indelible inscription in the history of the United States Navy." We can never afford to forget the victories and sacrifices of Mr. Cook's generation lest we take for granted the precious freedoms we enjoy every minute of every day.

On behalf of the people of Alabama's Fifth Congressional District, I join them in celebrating the extraordinary life of this brave soldier. I send him and his family my best wishes on this special birthday reception this Sunday at the Veterans Hall in Scottsboro. I wish Mr. Cook a happy and healthy 105th year.

#### NO CHILD LEFT BEHIND ACT OF 2001

SPEECH OF

#### HON. ROBERT A. UNDERWOOD

OF GUAM

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 23, 2001

The House in Committee of the Whole House on the State of the Union had under

consideration the bill (H.R. 1) to close the achievement gap with accountability, flexibility, and choice, so that no child is left behind:

Mr. UNDERWOOD. Mr. Chairman, I rise today to express my concerns and to urge my colleagues to consider the children who will be left behind on H.R. 1. The President's Education Plan to "Leave No Child Behind" is woven into the language of H.R. 1, which is our blueprint for elementary and secondary education in this country. While I support many of the initiatives in this legislation, I must raise again the reality that the children living in U.S. insular areas like Guam, the Virgin Islands, American Samoa, and the Commonwealth of the Northern Mariana Islands will be left behind in this reauthorization bill.

While H.R. 1 addresses the needs of children living in rural areas, the needs of American Indian and Alaska Native children, the needs of children with Limited English Proficiency, the needs of children of military families, it fails to begin addressing the needs of children living in the insular areas. And, although the insular areas have a unique status under Federal law that requires special policies to serve the educational needs of children, there is no Federal education policy that focuses on the specific and unique needs of insular area school systems.

It is difficult for insular area educational systems to compete for Federal funding distributed by competitive grants because schools lack the personnel needed to prepare grant application and the resources to higher specialists in the writing of Federal grant proposals. They are also faced with unique challenges in hiring and retaining qualified administrators and certified school teachers. This is alarmingly the case in American Samoa where 77 percent of school teachers are uncertified.

Children living in insular areas rank among the lowest in the nation in educational achievement. In particular, the jurisdictions of Guam and the Virgin Islands rank among the lowest in the nation in NAEP scores. Consequently, the high school drop out rates of children living in the insular areas are among the highest in the Nation.

Insular area educational systems face other challenges such as geographical barriers, high unemployment rates, shrinking economies, aging buildings which are strained by the acceleration of weathering caused by tropical storms and typhoons, high costs of importing and providing equipment and supplies, and a host of other limited resources.

If the goal is indeed to leave no child behind in education, then Congress and the Federal Government must work to ensure that no child is left behind, whether they reside in the states or the territories. The current language of H.R. 1 neglects to take into account the special needs of children living in the territories and the special challenges insular area educational systems must undergo to provide quality education in the insular areas.

As the Delegate from Guam to the U.S. House of Representatives, and a life-long educator who taught and served in the administration of public high schools and later served as the Academic Vice President of the University of Guam, I have always advocated for improvements in the manner that federal policy is developed by the Federal Government in its treatment of the insular areas.

The insular areas are generally included in most national education programs, but mostly